

# Articulating Criteria: Steps for Success

Creating Credible Criteria: Grade 5 Science

Example 2

- Step 1

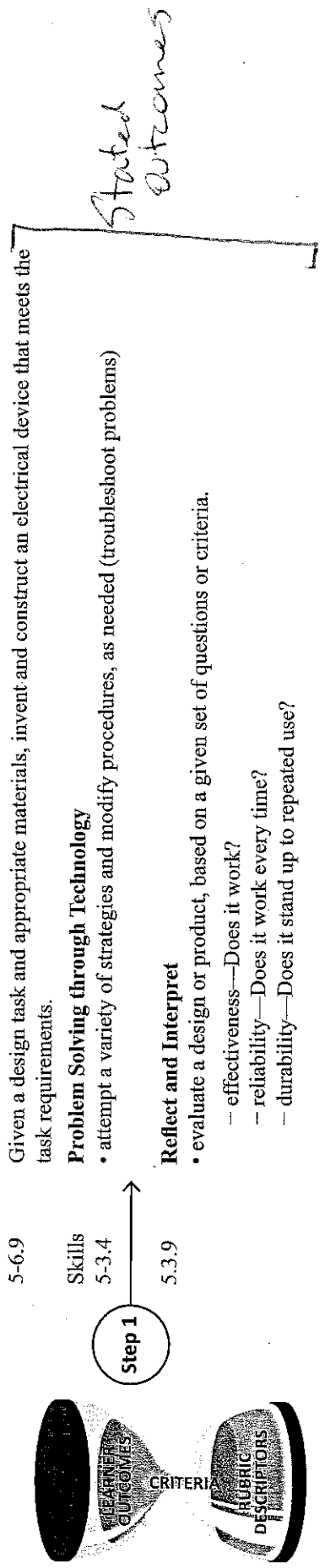
Highlight words that designate the level of cognition in the outcome(s).
- Step 2

Create a summary statement that captures the essence of the outcome(s).
- Step 3

Develop rubric descriptors.
- Step 4

Determine instructional support and formative assessment opportunities.

This example models the **Synthesis and Evaluation** levels of cognition and demonstrates a *many-to-one correspondence* between learner outcomes and criteria.



Criteria	Level	Excellent	Proficient	Adequate	Limited
<div>Step 2</div> <div>Step 3</div>	Evaluates lunch box alarm (5-6.9, 5-3.4, 5-3.9)	Constructs alarm that consistently meets design criteria.	Constructs alarm that frequently meets design criteria.	Constructs alarm that occasionally meets design criteria.	Constructs alarm that rarely, if ever, meets design criteria.

### Determine Instructional Support and Formative Assessment Opportunities ← **Step 4**

In order to successfully meet these outcomes, students must design and construct an electrical device that meets task requirements - that is, a device that is effective, reliable and durable.

One of the skills within this cluster of outcomes requires students to *attempt a variety of strategies and modify procedures as needed (troubleshoot problems)*. This requires that students can evaluate their work, and put in place strategies to correct deficiencies.

In order to assist students in troubleshooting their project, the following self-reflection questions could be helpful.

Evaluating My Product	Student Reflection		Student Comments: If "yes", provide evidence for your response. If "not yet", what steps will you take to correct the problem?
	Yes	Not Yet	
Is my design effective? Does it work?			
Is my design reliable? Does it work every time?			
Is my design durable? Does it stand up to repeated use?			